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ABSTRACT

While international students contribute to the diversity and add to the cultural and intellectual aspects of the university's environment, they also provide challenges for administrators, faculty, and students. This booklet provides guidance to graduate deans, faculty, and administrators who work with international graduate students. Academic, administrative, educational, technical, and socio-political issues that are unique to international students are reviewed and discussed. Topics covered include: the relevance of American graduate curricula; admission of international graduate students; the purpose of standardized tests; English language competence and the international teaching assistant; financial support; immigration requirements in both the United States and Canada; academic standards and advising; international student counseling services; international students as postdoctoral/visiting scholars; and responsibilities of the scholar, the sponsoring faculty member, and the institution. Appendices include sample university admission documents for foreign graduate students, addresses of 11 organizations referenced in the guide and a bibliography of recommended sources. (LPT)

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A POLICY STATEMENT

INTERNATIONAL GRADUATE STUDENTS

A GUIDE FOR GRADUATE DEANS, FACULTY AND ADMINISTRATORS

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COUNCIL OF GRADUATE SCHOOLS

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Foreword

One of the most enduring images in the history of scholarship is that of the student who goes abroad in search of opportunities for advanced study. For centuries students have sought out the great libraries and laboratories, and, above all, the great scholars under whose guidance they wished to continue their studies. During the last half of this century, this intellectual migration has focused on North America, where the quality, scope, and sheer size of the graduate education enterprise has attracted international students in unprecedented numbers. Currently, over 10,000 international graduate students are enrolled in Canadian institutions, and over 150,000 in graduate schools in the United States.

As the enrollment of international students increases on a particular campus, the institution must develop the capability to deal with a variety of administrative and educational issues that are unique to this population. Among them are technical issues, such as immigration policies and credentials evaluation, academic issues concerning the nature of the curriculum and its relationship to the needs of international students, and finally, the social and political issues that arise as a consequence of having a student body comprising many different cultures and nationalities.

This booklet was written to provide guidance to graduate deans and others who work with international graduate students.

Jules B. LaPidus
President
Council of Graduate Schools
January 1991

General Issues

In recent years, international students have come to represent a sizable proportion of the graduate population both in the United States and Canada. In the United States approximately 12 percent of the graduate students are non-citizens and in Canada the figure is slightly over 15 percent. While world economic, social and political changes have created and will continue to create changes in the numbers of students coming from certain countries or areas of the world, the enrollment of international graduate students, in both Canada and the U.S. , will probably continue to increase. International students can bring much to the host university—new perspectives, diverse backgrounds and enhancement of a multicultural environment. Furthermore, they may help to maintain desired levels of enrollment and academic excellence, and they contribute to the local economy. They also bring different needs because of different backgrounds, ethical values, language, and economic conditions.

The presence of international students provides challenges for administrators, faculty, and students. Increasing the diversity of the student body adds to the cultural and intellectual environment. It is important to remember, however, that international students have not come as cultural ambassadors, but as graduate students, and that their primary aim will be to complete their graduate programs successfully.

At the same time, international students offer the opportunity for an exchange of ideas and information and fostering this exchange, particularly in an open academic atmosphere, can further the cause of world understanding. Institutions should use the opportunity these students provide to benefit from the diversity they bring and should value their contribution to a multi-national, multi-ethnic campus community.

During the past decade the representation of international students has been increasing. Table 1 compares U.S. citizen and non-citizen graduate enrollment in 1988 by major field. As has been the case for some time, engineering and physical sciences are the areas with the largest enrollments of international students—37 percent and 31 percent respectively. In Canada, the highest enrollments—22 to 28 percent since 1981—also are in engineering and the natural sciences. Table 2 documents the history of doctorate recipients by field and citizenship from 1960–1988. All disciplines show an upward trend in the number of doctorates granted to international students.

When students from any given country are few in number, they tend to integrate relatively easily within the academic community, particularly if

their cultural backgrounds and characteristics are similar to those of the host country. The presence of a large number of students from a single country with very different cultural norms, however, can result in an atmosphere where separation rather than integration occurs. These students may form their own social circles, speak mostly their own language, and remain apart from the mainstream of campus activities. In extreme cases, changing political circumstances may lead to antagonism or discrimination against a particular group. If major political conflicts rage in the home country, the campus may become a mini-battleground rather than a neutral place in which to study and evaluate underlying issues. Students from a country where there is political instability may be subjected to considerable pressures and anxieties that can markedly affect their academic progress. Often however, these situations can be used as an opportunity to learn about international political realities, and this can be useful to students, faculty, and to the university community.

More than two-thirds of the international students studying at universities in the United States and Canada are male, and some international agencies that award graduate fellowships have begun to address this issue by recommending that more awards be made to women. Table 3 compares graduate enrollments of U.S. and non-U.S. citizens by gender.

Table 1
Graduate Enrollment by Major Field and Citizenship, 1988

Major Field	Total Enrollment	U.S. Citizens Number	%	Non-U.S. Citizens Number	%
Total	1,021,919	761,312	86%	122,775	14%
Business	149,068	110,815	89%	13,169	11%
Education	206,930	156,396	96%	5,817	4%
Engineering	87,592	47,928	63%	27,919	37%
Humanities & Arts	86,084	64,581	88%	9,005	12%
Life Sciences	103,461	76,794	83%	15,382	17%
Physical Sciences	89,359	52,836	69%	23,295	31%
Psychology	35,123	28,695	96%	1,266	4%
Social Sciences	48,945	32,556	76%	10,371	24%
Other Fields**	119,415	95,876	92%	8,051	8%

*Percentages based on total of known citizenship.

**The category "other fields" includes the disciplines architecture, communications, home economics, library sciences, public administration, religion, and social work.

Source: Council of Graduate Schools, CGS/GRE Survey of Graduate Enrollment

Table 2
Percentage Distribution of Doctorate Recipients, by Citizenship and Broad Field, 1962–1988*

Field	Year of Doctorate							
	1960	1964	1968	1972	1976	1980	1984	1988
Total, All Fields	9,733	14,325	22,936	33,041	32,946	31,020	31,332	33,456
U.S. Citizens %	87.8	86.3	85.3	84.8	84.4	83.6	79.9	74.8
Permanent Residents	2.9	3.3	4.6	6.5	4.6	4.3	4.1	5.2
Temporary Residents	9.3	10.4	10.1	8.7	10.9	12.1	16.1	19.9
Physical Sciences**	2,152	3,115	4,652	5,538	4,509	4,111	4,452	5,309
U.S. Citizens %	86.7	85.2	84.7	80.5	77.2	76.6	72.5	65.1
Permanent Residents	2.9	3.4	4.1	8.2	6.8	6.3	4.6	5.1
Temporary Residents	10.4	11.4	11.2	11.4	16.0	17.1	23.0	29.8
Engineering	794	1,664	2,855	3,503	2,834	2,479	2,913	4,190
U.S. Citizens %	76.8	78.3	74.8	67.1	56.4	52.2	44.5	46.0
Permanent Residents	6.8	6.6	9.7	17.9	14.1	12.4	9.8	9.5
Temporary Residents	16.3	15.0	15.5	15.0	29.5	35.4	45.6	44.6
Life Sciences	1,729	2,361	3,707	5,083	5,026	5,461	5,757	6,143
U.S. Citizens %	81.9	78.7	79.0	80.1	81.4	82.4	81.8	76.2
Permanent Residents	3.3	3.5	5.1	7.3	4.9	4.3	3.5	5.3
Temporary Residents	14.8	17.8	16.0	12.6	13.7	13.3	14.7	18.5
Social Sciences	1,668	2,258	3,495	5,468	6,214	5,856	5,930	5,769
U.S. Citizens %	88.0	87.3	86.6	86.7	87.7	88.0	85.2	82.3
Permanent Residents	3.0	3.5	4.4	4.7	3.2	3.5	3.5	4.2
Temporary Residents	9.0	9.3	9.1	8.6	9.1	8.6	11.3	13.5
Humanities	1,600	2,169	3,467	5,055	4,881	3,871	3,535	3,553
U.S. Citizens %	94.0	92.9	91.2	91.5	91.3	90.8	88.2	84.4
Permanent Residents	3.0	3.3	4.3	4.3	3.8	3.6	4.3	5.1
Temporary Residents	3.0	3.8	4.5	4.1	4.9	5.5	7.5	10.5
Education	1,549	2,351	4,029	7,085	7,725	7,586	6,808	6,349
U.S. Citizens %	94.8	94.2	94.0	94.1	93.9	91.6	89.8	89.0
Permanent Residents	0.5	0.7	1.4	1.9	1.5	1.5	2.0	2.9
Temporary Residents	4.7	5.1	4.6	4.0	4.6	6.9	8.2	8.1
Professional and Other	241	407	731	1,309	1,757	1,656	1,937	2,143
U.S. Citizens %	89.0	83.8	80.0	84.8	84.4	83.8	77.7	73.3
Permanent Residents	0.8	3.3	7.1	5.4	4.0	4.2	4.9	6.8
Temporary Residents	10.1	12.9	12.9	9.7	11.5	12.0	17.4	19.9

*Totals in each field include doctorates with unknown citizenship status. Percents are based on responses to citizenship status. Note: In 1988,citizenship status was not reported by 7.5 percent of Ph.D.s; in 1960, this percentage was 0.9 percent.

**Includes mathematics and computer sciences.

Source: National Research Council, Survey of Earned Doctorates

Table 3
Fall 1988 Graduate Enrollment by Citizenship and Sex

	Total* Enrollment	Men Number	% **	Women Number	% **
Total	1,021,919	491,492	49%	502,389	51%
U.S. Citizens	761,312	324,122	46%	381,410	54%
Non-U.S. Citizens	122,775	82,747	72%	32,363	28%

*Detail variables (such as sex and citizenship) may not sum to the total because not all institutions responded to all items.

**Percentage based on total of known citizenship.

Source: Council of Graduate Schools, CGS/GRE Survey of Graduate Enrollment

One of the most controversial issues in the United States is the use of international students as graduate teaching assistants (GTAs). Often, the international GTA is placed directly into the undergraduate classroom without adequate academic preparation, orientation to the system of higher education, or sufficient English language proficiency. Such omissions are being partly addressed by the use of various qualifying examinations and training programs at national, institutional, and departmental levels. In addition, increased attention to the quality of instruction has prompted many institutions to develop training programs for domestic as well as international GTAs.

There are also concerns about the extent to which international students may represent a financial burden on taxpayers and others who provide substantial sums in support of higher education. It is hard to calculate the real costs of graduate education, especially for international students, but it is generally acknowledged to be higher than tuition charges at all institutions. In addition, the services of international student offices, English language training centers and additional time of faculty advisers increase the cost of enrolling international students. It is important to be aware of such costs and to consider them in the context of the institution's international commitment. One reaction to the increasing numbers of international students has been to charge them the full cost of their educational programs. Such proposals have been implemented in a few countries such as the United Kingdom, and to some extent in Canada, but have not been widely endorsed in the United States.

Many other issues need to be considered, including the ratio between graduate and undergraduate international students on a given campus, and the involvement of foreign nationals in proprietary or classified research. In addition, some people, inside and outside of the university, have expressed

concerns about the political and economic consequences associated with having increasing numbers of international students and faculty. Others have argued that universities should be concerned primarily with educating the best minds of the world and thus should welcome the contribution of these individuals whatever the point of view. All such considerations lead to a single conclusion: Each university in Canada and the United States needs to define its own level of involvement in international activities, of which the enrollment of international students is usually just one important part. Since so many international students are graduate students, it is incumbent upon the graduate dean to be well informed about the issues involved and to provide institutional leadership in the institution's international activities.

The Relevance of American Graduate Curricula

International students going abroad for graduate study and planning to return to their home countries may seek academic programs that will be relevant to their future careers and to the needs of their respective countries. Particularly in cases where they have been sent abroad by their governments as part of long-range plans designed to carry out certain educational, scientific, social, or economic objectives, students may want course work to be more practical, research to be more applied, and management training to be more available so that they can be better prepared for management positions at home. They may seek research problems on topics related to their home industries, resources, or socio-economic conditions. The extent to which they get what they are seeking is dependent on their ability to describe their interests, the faculty adviser's willingness to accommodate those interests, and the institution's (or program's) view of graduate education.

There are two fairly clear positions that can be debated in determining the extent to which American graduate education should be responsive to the needs of international students. One of these holds that the primary responsibility of graduate education is to educate and train students to the developing edge of knowledge and to advance that knowledge continually through research in and scholarly contribution to the discipline. In this view, the needs of the discipline are dominant. All students, regardless of national origin, are viewed alike and their individual career plans are not factors in the design of graduate programs. The responsibility for the adaptation and utilization of what has been learned in graduate school rests with the student. The other position maintains that graduate education is responsible for meeting the specific needs of its constituents and that programs should change in response to those needs. In this view, the job market or the needs of developing countries become prime considerations, and persuasive arguments can be advanced for the design of specialized programs for international students or American students, or any other constituency. In this case, the responsibility for ensuring that programs are relevant to individual student needs rests with the program.

These two positions represent the extremes of a continuum, with the basic sciences and humanities at one end and the more practice-oriented programs at the other. There is little question that some programs, in some settings, could be focused on the needs of international students without any

compromise in quality. It is equally obvious that other programs must answer only to standards imposed by the discipline and must ensure that all students meet those standards.

Graduate study and research in many fields always involves a global perspective. Students, American or otherwise, do research and write dissertations on topics and issues that relate to countries other than their own. Until recently, however, that phenomenon has involved fields such as history, political science, sociology, and most of the humanities. Of special interest today is the growing internationalization of business and technical fields so that, particularly in the more applied areas, there may be good reasons to modify programs, not just for international students but for all students. Many schools of business, for example, have added new sequences in international business in recognition of this factor.

The general question of whether programs should be modified to accommodate the interests of international students can be answered only in specific terms, and only in the context of two basic characteristics of American graduate education. First, the disciplines dominate the way programs are defined, and each discipline may have specific requirements that are not always fulfilled in the same manner at each university. Second, in programs leading to doctoral degrees, the faculty adviser is the individual most responsible for defining a student's graduate program. Thus, although all students in a given discipline or program may be required to complete a group of core courses, each doctoral student's own course of study is developed as a result of extensive and ongoing discussion between student and adviser, and may be individualized through the use of elective courses and, more important, through the selection of dissertation topics. For example, a student may select a dissertation topic that can be carried out only in his or her home country. This will require special arrangements with sponsors and with faculty advisers. Sometimes faculty in the home country who can work with the student should be identified, or arrangements should be made for an adviser to visit that country to review research progress. In such situations, it is especially important that expectations, including the source of funds for research, travel, and living costs are clear and well documented, that adequate arrangements are made in advance for supervision of the student, and that the university's degree requirements are met.

At the master's level, a different set of conditions may prevail. Many master's degrees are awarded for completion of a certain amount of course work. The thesis, which once provided a focal point for most master's programs, is now a requirement of relatively few. Instead of preparation for research, many master's degree programs today are conceived as preparation for profes-

sional practice. Many of these programs, especially practitioner type degrees (M.B.A. and M.P.A.) rather than M.A. or M.S., are now routinely accredited by professional groups whose function is to ensure that the degree certifies specific experience and competencies. These programs, rather than promoting individuality, attempt to guarantee uniformity of background through prescribed sequences of courses. There is often little opportunity for modification to suit the needs of the individual student.

Another issue related to professional practice or applied graduate programs concerns cultural differences in disciplines. Many scientific and technical subjects are thought to be relatively "culture-free"; that is, they transcend national and cultural boundaries. This is certainly still true for fields such as mathematics or chemistry. But in the more applied fields, a curious paradox arises. Many international students who pursue advanced study in North American universities do so in engineering and business. These subjects are of special and immediate concern to developing countries, and the United States and Canada are perceived as world leaders in technology and business methods. But graduate programs in these fields have developed in response to and in concert with North American industry and business and are thus embedded in our cultural, political, and economic systems. This may make these programs less relevant in the immediate sense for application to a different system unless that system is attempting to develop or adapt in a way similar to ours. The major questions continue to be when, how, and by whom this adaptation of knowledge from one system to another should occur.

Recruitment

During the past decade, major changes have occurred that affect the supply, or availability, of graduate students in the United States and Canada. Tuition has increased dramatically and employment opportunities outside of academe provide attractive alternatives to full-time enrollment in graduate school. Modern technology has made off-campus, non-traditional programs more feasible, while the demand for flexible modes of graduate education is increasing. During this same period, the number of institutions conferring graduate degrees has increased steadily, creating what is clearly a "buyer's market."

Because of these changed circumstances, graduate recruitment has taken on a new significance. Some institutions that once offered graduate programs with little or no emphasis on recruitment now market them, with a heavy emphasis on publicity and advertisement. The enrollment of international students, which was once considered as a way to diversify the student body, is now, for some programs and institutions, a key to maintaining adequate enrollment.

Some graduate schools have developed effective overseas recruitment programs by utilizing their own former students who, supplied with current information on the institution, can provide a personal viewpoint to the prospective student and can also be helpful to the institution by providing an evaluation of the applicant. Visits by faculty members who travel abroad on scholarly or professional business can be used to meet and screen prospective students. If overseas recruitment is undertaken by any institution, only employees or alumni specified by that institution should be involved, and they should be accountable to the graduate dean or another academic officer. Whatever the procedure, any effort made to increase the enrollment of international students requires constant attention if the institution is to assure itself that only well-qualified students are being admitted and that the institution offers the programs in which the prospective students seek training.

An important point to be kept in mind is that every published brochure, application form, booklet, or departmental flyer is a recruitment device. All publications should be reviewed regularly for clarity and accuracy and should be relevant for international as well as domestic students. Many institutions develop publications directed to special groups, including international applicant pools.

A number of public and private agencies, here and abroad, are available to provide some assistance to an institution in recruitment, screening, placement, and/or funding of students. Among organizations in the United

States are the Institute of International Education (IIE), the African-American Institute (AAI), the American-Mideast Educational and Training Service (AMIDEAST), and the Latin American Scholarship Program of American Universities (LASPAU). Consulates, embassies, and representatives of government-funded international education programs serve as informal recruiting offices. A knowledge of what these organizations have to offer can be of great benefit to the graduate dean who seeks help in recruitment, in the interpretation of foreign credentials, or in understanding the social, cultural, and personal expectations of students from other countries.

Embassies in Washington or Ottawa can serve as sources of information and support. Some of the larger embassies employ individuals to supervise the enrollment and progress of students from their respective countries and to help resolve any problems these students may encounter during their residence abroad.

A plethora of private profit-seeking agencies in the United States and Canada assists universities in the recruitment of international students. They may organize recruitment fairs abroad, identify prospective graduate applicants, provide English language training and display a willingness to facilitate the entire admissions process. Many such agencies are legitimate and provide useful services; others are not. When an institution works with any external recruiting agency, there is always the possibility that the students' main objectives in pursuing graduate study may be neglected. Even the most reputable placement agencies have their own objectives which they must consider. For example, the selection of Fulbright scholars from overseas may be influenced by the country plan and objectives.

The employment of overseas "brokers" should generally be discouraged, as these agents are often more interested in financial gain than in the identification of well-qualified students or appropriate placements. NAFSA: The Association of International Educators (formerly the National Association for Foreign Student Affairs, still using the acronym NAFSA) with headquarters in Washington, D.C., currently serves as headquarters for the National Liaison Committee on Foreign Student Recruitment and provides staff for the Recruitment Information Clearinghouse. The Clearinghouse maintains records on third-party recruitment agencies, thus providing a useful reference for graduate deans and others. NAFSA has also established "Criteria for Ethical Recruitment," and, for a modest cost, has made available a useful "Recruitment Kit."

One association most concerned with issues of ethics and integrity in the recruitment of international students is the National Liaison Committee on Foreign Admissions (NLC) composed of representatives from the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the College Entrance Examination Board (CEEB), the Council of Graduate

Schools (CGS), the Institute of International Education (IIE), and NAFSA: The Association of International Educators (NAFSA). This group coordinates communication among the major associations concerned with international graduate student issues in the United States.

Institutions considering an active overseas recruitment program should become familiar with economic and political trends which may affect resources available to international students. For example, several years ago many well-funded students from oil-rich countries in the Middle East and South America were eager to study in our graduate institutions. Available resources to support their programs of study have declined and as political unrest has grown, this pool of students has diminished. A second example is the Peoples Republic of China (PRC). This decade began with the opportunity for students from the PRC to participate in Western education, and most institutions saw great numbers of students from the PRC applying and enrolling. Today, the predominant numbers of applicants and enrollees come from the Pacific Rim, some well-funded and others dependent upon institutional support. Recent political upheavals may shift applicant pools once again, possibly toward students from Eastern Europe.

One of the most effective means of recruiting international graduate students is through formal inter-institutional linkages between American or Canadian universities and those in foreign countries. If properly conceived and designed, with support from central university administration, long-term relationships can evolve, which can involve as few as one or two students a year or larger group exchanges of both students and faculty. Admissions criteria should be clearly established in advance, as well as the designation of which institutional office will be making admissions decisions. Questions concerning housing, financial aid, health care, travel, and other related issues should also be resolved at this time. Unfortunately, some international linkages are organized with considerable publicity and unrealistic expectations; they may fail to survive beyond the initial burst of enthusiasm. Such failures can be avoided by careful planning, long-term commitment, and clear institutional guidelines for the establishment and conduct of international linkages.

An overriding principle is that international student recruitment should be for the purpose of providing an appropriately qualified and diverse student body while maintaining institutional academic standards. The graduate dean should be aware of international student enrollments and recruitment activities in the departments to assure that they are consistent with the institution's mission and capabilities. The graduate dean also must assure that there is appropriate staff support to meet the needs of international students. This support includes well-trained international credential evaluators, international student advisers, and appropriate housing facilities and family services.

Graduate Admissions

Admission of international graduate students presents special challenges to academic institutions. They result primarily from the lack of familiarity, on the part of admissions committees and staff, with academic institutions in other countries, and specifically with level of study, course content, grading schemes, and comparability of degrees. In the same way, lack of understanding of our institutions by international students, faculty, and administrators can also result in difficulties such as late submission of applications, useless letters of recommendation, and confusion over such things as conditional admission.

Accurate and insightful evaluation of credentials of international students is probably the greatest challenge in the admissions process. Any institution considering admission of international students to graduate school must have the services of qualified staff who are familiar with educational philosophies and practices in different countries in order to help decide whether applicants are eligible for admission and, if so, to place students in the appropriate programs. What clues are there in academic records and recommendations which will suggest success or failure in an American graduate school?

- The number of years a student has spent in undergraduate institutions as well as the number of years spent in primary and secondary schools should be established. Most institutions insist on at least four years of postsecondary education and the completion of a program which gives access to graduate education in the home country before considering a student for admission. On occasion, graduates of three-year programs in prestigious universities may be well qualified.
- An associated concern is the meaning of various degrees or titles (diplomas, certificates, licenses, etc.) earned by the student. To what extent have programs leading to these titles prepared a student for graduate study? Much of this information is provided in concise form in the "Handbook on the Placement of Foreign Graduate Students" prepared by NAFSA. More detailed information on certain countries can be found in the "World Education Series" volumes published by AACRAO, dealing with the educational systems of individual countries, and the Projects in International Education Research (PIER) workshop reports published by AACRAO and NAFSA. The Commonwealth Universities Yearbook is an excellent source of information on many countries which have British ties.

- Whether an applicant has appropriate preparation for graduate school in terms of courses taken and level of proficiency achieved must be considered. In general, transcripts provide only a minimum of the information desired. It is often desirable to make some judgment on whether previous performance was based entirely on ability to memorize, or whether integration of material and independent and creative learning was part of the educational process. This will vary depending on the country or university in which the student studied. Grading systems differ greatly from one country to another and from one institution to another. For example, in some systems a grade of 60 percent is good and does not imply failure as it may in our institutions. In others, all students seem to group at the top of the scale. Letter or number grades have different "passing" levels. Within a country, grading may well differ by institution and program. It is important to consult published sources, unless evaluators have considerable experience with the educational system in a particular country.
- Letters of recommendation are particularly useful if the writer is known by faculty or staff at the graduate institution or has specific knowledge of the institution. The information and opinion provided is then apt to be somewhat more relevant. It is not wise to put confidence in a "form" letter or in a letter that may have originated in a book of letters of recommendation, and institutions should learn to identify them.
- Of great value for departments in the evaluation of applications is the statement of purpose which most graduate schools require as part of the formal application. This statement provides information about the student in her or his own words as to the reasons for interest in graduate study, the educational background and career objectives, research interests, and professional goals.
- Command of the English language is generally considered to be necessary for attendance at institutions in Canada or the United States (with the exception of French-Canadian institutions where French is the language of instruction), although not necessarily a criterion for making an admissions decision. Most institutions establish required test performance levels and may offer admission conditional on providing evidence of adequate competency (see section on English proficiency).
- The source and duration of financial support, whether from external or internal sources, is also a consideration in the admissions process.

Many schools or departments have made policy decisions which affect the admission of international students. For example, some institutions believe that there should be higher academic requirements for international students than for domestic students. Some set a quota of international students accepted in certain fields. Some limit the number of non-native English speakers, especially if teaching assistantships are a major source of support. On the other hand, a decrease in the number of students, in both the United States and Canada, interested in certain fields of graduate study, may lead institutions to admit more international students, especially in those fields where critical mass or large research programs are of concern. Institutional policy on acceptance of students educated in other countries should be well developed and regularly reviewed in line with the institution's own goals.

The admissions process is often more complicated for international students than for domestic students as a result of mail delays, required information on language competency, financial support considerations, and visa requirements. More lead time is required in responding to requests for application information from overseas. Mail to and from other countries is slower than domestic mail. Often several communications may be necessary to determine the exact program to which a student who is unfamiliar with our institutions wishes to apply. Some institutions use a pre-application form to assess the eligibility of a student before sending an actual application. While useful, this means multiple mailings and considerable delay. There are express mail systems which provide faster and less expensive mailings to other countries. Graduate deans and admissions officers may wish to consider these services.

Some international students apply to graduate schools with the expectation that they will receive funding from their own country or from international sources. It is especially important that they receive a timely admission response so that they can explore or confirm their funding. This may put added pressure on admissions offices to process applications more quickly and to expedite admissions decisions. Provisional or conditional admission of students is an added, but often necessary, complication for international students. They may be admitted conditionally upon certification of financial resources (see section on financial support of students) or on verification of English language competency (see section on English proficiency).

Given all the information that can be assembled or extrapolated from the application dossier, the decision to admit students, domestic or international, is still a calculated judgment which requires full cooperation between a knowledgeable admissions staff and faculty members who will be working with the students. It is highly desirable to consult as many resources as possible in making decisions, and to give serious consideration to the

recommendations of professional staff experienced in the evaluation of foreign credentials. Sample evaluation forms are shown in Appendix A.

Some country-specific resources published by AACRAO and NAFSA include placement recommendations. These recommendations are developed by a group of professionals representing AACRAO, NAFSA, the College Board, IIE, and CGS who have agreed on general recommendations for academic placement. These recommendations are intended as guidelines for admissions officers, but guidelines which are to be interpreted in line with the institution's own mission and academic policy. If professional advice is not readily available, faculty members who have spent time in a country or who are familiar with the recommenders, the department, or the university, of an applicant may be helpful.

Due to the complexity of international admissions, professional admissions staff should be given maximal opportunities for professional development through access to professional publications, electronic mail networks, and attendance at conferences.

Standardized Tests

International students who apply to graduate programs in the United States or Canada (to institutions where instruction is in English) are usually requested to submit scores on standardized tests to support their applications. Some of these tests may be used to assess English competency (including reading comprehension, listening comprehension, writing and speaking). Others provide information about academic capability, or determine eligibility for specific academic programs. Universities should retest non-native English speakers on arrival to determine whether they need further English instruction, whether they qualify for assistantship assignment, or whether some prerequisite courses may be needed before a full graduate program of study can be pursued.

It is important to understand the purposes for which the commonly employed tests were developed and their proper use. Some tests (e.g., GRE) have been developed using domestic English-speaking undergraduates as the primary norm groups, and this must be taken into account when these tests are used for international applicants as well as domestic applicants.

Tests Used To Support Admissions Applicants

English Proficiency Tests

English is the language of instruction at most graduate institutions in the United States and Canada. Accordingly, they require applicants whose native language is not English to present scores on standardized tests of English usage (e.g., TOEFL) to support their request for admission to graduate programs. Some universities may also test for English competence shortly after a student arrives on campus. Although graduate deans usually do not have primary responsibility for the evaluation process, they should be fully informed about it to ensure its validity and fairness.

Pre-admission Tests. A number of standardized examinations are used to measure the academic and linguistic capability of applicants for graduate study who are not native English speakers. Most institutions do not require applicants who have received undergraduate or advanced degrees from universities where the language of instruction is English to submit English proficiency scores. This is particularly true for applicants who have written a thesis in English.

1. **Test of English as a Foreign Language (TOEFL).** TOEFL, the most commonly used English proficiency examination, is administered world-wide several times each year. The purpose of the TOEFL is to

provide information about the ability of an applicant to understand and use the English language. Scores from three sub-tests (listening comprehension, structure and written expression, vocabulary and reading comprehension) are combined to obtain a total score ranging from 300 to 660. Many institutions consider 550 a minimal score for admission. Others have higher or lower suggested minimums and some have differing acceptable scores depending on the facility in English required in the discipline to be studied. For example, a higher score might be expected for a student in history than for one in computer science. Institutional experience is important in setting these levels. TOEFL provides an evaluation of the applicant's understanding of English. It does *not* provide an estimate of a candidate's ability in spoken English, and it does *not* measure an applicant's ability to use and understand English at a level we take for granted in native speakers of the language.

The Educational Testing Service (ETS), Princeton, New Jersey, which is responsible for the administration of TOEFL (and GRE and GMAT), makes every effort to maintain the security of its tests and to standardize the environment throughout its testing centers. If a graduate admissions officer has reason to question the authenticity of a score, the officer should contact the TOEFL office at ETS which maintains a score verification service.

2. **Other English Proficiency Tests.** There are other English tests available such as the American Language Institute of Georgetown University (ALIGU), the Michigan Proficiency Test (MPT), or the United Kingdom's English Language Training Service (ELTS), which some graduate schools accept in lieu of TOEFL. They are not as widely available, and they do not have as many alternate forms. If an institution decides to accept scores from these tests, it will need to establish acceptable score levels.
3. **Test of Spoken English (TSE).** The TSE is offered on a world-wide basis several times a year under the auspices of the TOEFL program. It assesses the ability of the student to communicate verbally. Institutions that require the TSE before students come to campus do so primarily to identify applicants who might be considered for teaching assistantships which involve considerable verbal communication with students. Trained raters at ETS score TSE on an overall comprehensibility scale (0 to 300 points) and diagnostic subscales of pronunciation, grammar, and fluency (0.0 to 3.0 points). Scores above 225 are deemed minimal for immediate appointment in teaching. The test provides an evaluation of the level of spoken English, but does not attempt to determine whether

a student will be able to function effectively as a teaching assistant in a classroom. For that reason, many institutions use TSE (or its institutionally-administered version called SPEAK) in combination with a locally administered examination.

4. **The Test of Written English** (TWE) is a test specifically designed to permit applicants to demonstrate the level of their writing skills. It is given by TOEFL at alternate administrations at no extra cost to the applicant. Separate scores are provided on a scale of 1 to 6, with 6 being the highest.

Post-admission Tests. Many institutions have developed their own tests or personal interview programs to help assess the English language and academic capability of graduate applicants. In some instances, externally-developed examinations may be administered locally to achieve the same end results.

1. **Institutionally-administered TOEFL.** The TOEFL program provides institutions the option of using retired versions of the internationally administered TOEFL. The primary use of such tests is for placing students into on-campus intensive English programs or other academic programs. The test is scored on the campus where it is administered, and the test scores are not sent to ETS. Institutional TOEFL scores are for local use and should not be used by other institutions, as security provisions may not be at the level of the regular TOEFL tests.
2. **Speaking Proficiency English Assessment Kit (SPEAK).** SPEAK is the institutional version of the TSE. Retired forms of the international TSE are made available to institutions that have programs for assessing the English proficiency of international students, particularly prospective teaching assistants. Because scoring of the test must be done by trained raters, the SPEAK kit purchased from ETS contains detailed instructions for training them. Scores are intended for on-campus use and are not reported to or by ETS.

Other Considerations. The standards for international applicants who submit scores on these tests should be determined, in part, by the availability of English language courses from the respective institution. If an institution does not offer intensive English language instruction, nor instructional and orientation programs for teaching assistants, it would be unfair to admit a marginal applicant for graduate study. If an institution does have extensive English language instruction available, it should inform potential graduate students who are not proficient in English that study of the language will extend their stay and, consequently, often require additional financial resources.

General Aptitude Tests

1. **Graduate Record Examination (GRE).** The GRE, also administered by ETS, is the most widely used graduate admissions examination. The GRE General Test scores are reported as Verbal (V), Quantitative (Q), and Analytical (A), and the scores for each test range from 200 to 800. The purpose of the GRE is to provide information helpful in admissions decisions. The results are intended to be used in combination with other information about the applicant, e.g., undergraduate grades, letters of reference, specific courses taken, and research experience. Because all parts of the GRE assume that the test-taker has native proficiency in English, it may be less useful in predicting how non-English speaking applicants are likely to do in their chosen fields of study. The test score on the verbal section should be reviewed in line with the TOEFL score as further evidence of the student's level of English proficiency. A suggested rule-of-thumb is that the TOEFL score must be at least 550 to make the GRE verbal score valid. Wide discrepancies in TOEFL and GRE verbal scores should be viewed with some suspicion and investigated thoroughly. By and large, international students planning to go into science and engineering fields score very high on the quantitative portion of the GRE and often outperform American applicants.

   GRE offers subject tests in fifteen fields of study. Many graduate programs find them to be better predictors of performance at the graduate level than are scores on the GRE General Test. Again, much depends upon the familiarity of the applicant with the English language.

2. **Graduate Management Aptitude Test (GMAT).** Most graduate programs in business require scores on the ETS-administered GMAT, in lieu of GRE scores. GMAT scores are reported as verbal and quantitative, and each ranges from 500 to 800. The same precautions for using the GRE with international applicants apply to the GMAT.

English Language Competence and the International Teaching Assistant

Those students from non-English speaking countries who apply for teaching assistantships must demonstrate the ability to communicate effectively in English. In the previous section of this publication, there is some discussion about using the TSE and SPEAK to test candidates for teaching assistant responsibilities. This testing is often included in comprehensive programs designed to certify and improve the instructional capabilities of international TAs. Students who do not meet the minimum standards as measured by various institutionally administered examinations usually are required to participate in orientation programs designed specifically to assist international teaching assistants to function better in the classroom. Some institutions require retesting of the students after completion of these activities and before they are certified for instructional duties. These programs are often subject to close scrutiny, both inside and outside of the institution and at some public institutions may have been developed as a result of legislative mandate. The graduate dean may have administrative and budgetary responsibility for such programs.

Excellent forums for the discussion of issues relating to the training of TAs have been the National Conferences on the Training and Employment of Teaching Assistants. The first two meetings, held at Ohio State University (1986) and the University of Washington (1989), were co-sponsored by the Council of Graduate Schools. That co-sponsorship will continue for future meetings which are now planned to be biennial events. In 1991 the Council of Graduate Schools and the American Association of Higher Education will jointly sponsor the Third National Conference along with NAFSA and the National Association of Graduate and Professional Students (NAGPS). There is also an annual NAFSA-University of Wyoming Summer Institute on Foreign Teaching Assistants.

The NAFSA Cooperative Grants Program, funded by USIA, has sponsored the development of model program orientation materials of specific interest to those responsible for graduate TA training and orientation. Two video tapes which are particularly germane are "What is expected of graduate students in the U.S.?" and "The Wrong Idea: Preventing Sexual Harassment." For further details, graduate deans should contact the national NAFSA office.

Financial Support

To obtain a student visa to study in the United States (F-1 or J-1, see section on Immigration Requirements) or Canada (student visa or authorization), students must show proof of adequate financial self-support as well as support for any accompanying dependents. Such proof is indicated on specific forms which are required before student visas are issued by the U.S. State Department or by the nearest Canadian immigration office or consulate. International students may receive financial support from the host institution or from external sources, such as their own government, foundations, or family. The amount, source, and duration of support must be clarified before enrollment is permitted. Government taxation policy on student stipends also needs to be made clear so that it is understood by both student and sponsor and is considered in developing approved budget guidelines. The purpose of this requirement is to ensure that the student will not need to seek unauthorized employment to remain in school.

U.S. international agencies or foundations usually provide evidence of their support on an IAP-66 form, which they issue, indicating the level of funding, duration, individuals supported, and degree program. These agencies frequently have predetermined funding levels which they have decided are adequate for graduate study. It is advisable, however, to check the amounts and conditions of the award to ensure conformity with budgetary and programmatic requirements of the host institution. This information should be kept on file, even though the institution does not issue the IAP-66 forms.

Students supported by foreign governments or institutions or by private sponsors need to receive specific information from the host institution on anticipated expenses. This requires that the host institution provide an estimated budget for all tuition, living costs, insurance, and related expenses. Sometimes it is desirable to use ranges for living costs, since living styles vary, but the range should not extend below a level that would be required to support a minimally acceptable standard of living in the United States or Canada. The lower level can then be used as the minimum amount which must be guaranteed, but the student is aware of the possibility of needing more for a higher standard of living.

If the student is to be supported by non-institutional sources, it is customary to provide budgetary information on an institutional form (a declaration and certification of finances), which can be returned by the student with an indication of the willingness of the sponsor to provide the funds and "proof" of resources. Several samples are included in Appendix A. This proof may take the form of a statement signed by an official of the sponsoring

government or institution guaranteeing support, or an affidavit from a bank that the student or a personal sponsor has the required level of resources on deposit. Some institutions require a bank statement of the average balance over the past years, which helps avoid the recurring problem of students pooling resources or obtaining loans in order to get the affidavit. It is important that the duration of support be clearly indicated, and that funding be guaranteed for the entire expected period of study. If only a first-year guarantee is requested and provided, the institution may find itself in a position either of providing funds for continuing years or discontinuing the student's enrollment. If the student enters a new degree program, such as changing from a master's to a Ph.D. program, the source and amount of funding for that new program should be verified.

It is difficult to predict exactly how long it will take students to complete a degree program. When asking for financial verification, it is customary to indicate that support for the entire program is expected but to require verification for a realistic minimum period for the program. For example, if a student is entering a Ph.D. program, some institutions request verification of three years of support, although a better period might be four or five years. At some institutions, the assumption may be that a student will be supported on an assistantship after the initial period and that outside support will not be required, but the nature of the support and the responsibility for providing it should be clear to the sponsor and the student.

It is prudent to include summer costs in the estimated expenses since most international students choose not (or cannot afford) to return to their home countries during summer vacations. Because immigration requirements prohibit most international students from working off campus during this period (see section on Immigration Requirements), sufficient funding must be guaranteed in advance from all sources, including institutional support.

Spouses and other family members may accompany students but must have support guaranteed. Those who hold U.S. J-2 visas can apply to work, but permission is problematic and often slow in coming. Spouses and dependents on F-2 visas cannot work. (Only very recently has Canadian legislation permitted student spouses to work at all.) Therefore, estimates of employment income from spouses and dependents, however well-qualified, cannot be accepted as part of the financial guarantee. If family members are arriving after the student, it is important to confirm their funding before providing necessary visa documents.

Federally-backed loans and any federal work-related support (such as College Work Study Funds) are not available to international students. Some institutions have loan plans for international students using institutional funds, but these funds generally are reserved for special situations or

emergencies. International students should not depend on family or friends in the host country to help in financial emergencies.

Health (and sometimes dental) insurance is required of international students by most American institutions. Insurance may be provided by the sponsor's financial package or often can be obtained through the institutional student health plan. All students and their dependents should be covered. The need for health insurance is sometimes a surprise to students who are accustomed to national health programs. If appropriate institutional insurance is not available, students can be referred to several insurance plans endorsed by NAFSA which are designed especially for the international student. NAFSA has worked hard to establish standards for insurance policies and has published position papers on health insurance for international students and international student health care. Canadian health insurance is available to international students at no cost after an initial waiting period. Students, therefore, need coverage only at the start of their studies.

Historically, there has been difficulty in obtaining funds from some countries, either from private individuals, governments or institutions. There may be restrictions on exchange of foreign currency, transfer of dollars from the country in which the funds are held, or failure of the guarantor to honor the guarantee. If known transfer restrictions or difficulties exist, the student should present evidence indicating how the required funds will be transferred. On the basis of experience, some U.S. institutions require students from certain countries to make an up-front deposit of part, or all, of the guaranteed funds. Institutions should have a policy on how to handle situations if the money is not paid. Often individual faculty members sympathize with students facing interruption of their degree programs and make alternate arrangements for support from research contracts or teaching assistantships. This may send a signal to guarantors that they may be able to renege on funding for future students without interruption of degree programs.

If students are to be supported from institutional sources (fellowship or assistantship), documentation, such as an award letter, should be provided to the student to submit with the visa request. The graduate school (or graduate admissions office) should have a written commitment from the department or college providing the support. Many international students are offered teaching assistantships. Occasionally, a student is unable to fulfill the teaching duties because of poor language skills or a lack of competency in the discipline. It should be made clear in advance, if such is the institutional policy, that the department has an obligation to support such a student from other sources.

In order to minimize misunderstandings and avert potentially serious problems, it is extremely important to specify clearly, in advance, exactly what funds are required, what financial obligations must be met and by whom, and what institutional resources are available to international students. It is also important for graduate offices to keep informed of world events which may affect the financial affairs of international students and to be prepared to make accommodations when necessary.

Immigration Requirements

Immigration requirements established for students by the United States and Canada differ in many respects. A brief description of immigration requirements for both countries is provided in this section.

Requirements for the United States

All students who are not U.S. citizens or permanent residents must hold a valid passport and a non-immigrant status that allows study in the United States. That status is conferred through acquisition of an appropriate visa. There are several types of visas available to international students planning to study in the United States, and each requires adherence to a specific set of guidelines. All immigrant and nonimmigrant visas are issued by the Department of State at U.S. embassies and consulates abroad. F-1 and F-2 visas are referred to as student visas and are administered under regulations from the Immigration and Naturalization Service (INS). J-1 and J-2 visas are referred to as exchange visitor visas and are administered under regulations from the U.S. Information Agency. F-1 and J-1 pertain only to the student; F-2 and J-2, to the student's family. There are other kinds of visas available such as temporary or tourist visas (B-1 and B-2). Students should be advised to enter the country on only an F or J visa, and also be informed that it is extremely difficult, and often impossible, to change from a tourist visa to a student visa after entering the United States.

Certificate of Eligibility (I-20, IAP-66)

International students planning to study in the United States may request either an I-20 for a student visa (F-1) or an IAP-66 for an exchange visitor visa (J-1). The admitting institution may decide which type of certificate will be issued; IAP-66 certificates may also be issued by agencies sponsoring exchange programs. The choice depends on a number of factors. Student visas (F) are appropriate for students attending as individuals rather than as part of some exchange program. Student status (F) extends for the duration of the academic program. Exchange visitor status (J) is used more often for students attending as part of an exchange program, usually funded by their government or some other source. Their status can extend either for the duration of their program, or for one year at a time, with the option of annual renewal. The choice is made by the sponsor. Students seeking an F-1 student visa status must have an I-20 issued by the institution they plan to attend, and should attend the university on whose I-20 they entered the U.S. International students who are attending a university in the United States

and decide to transfer must have their immigration status transferred to the new institution. Those with an IAP-66 from an international agency must obtain permission for the transfer from their sponsor prior to changing institutions.

A Certificate of Eligibility for an F-1 student visa (I-20)* or a J-1 exchange visitor visa (IAP-66),* may be issued when a prospective student fulfills the following requirements:

- verification of financial support in the amount of the appropriate budget.
- proof of satisfactory English proficiency, or plans to undertake intensive English language training
- notification to the institution of any previous non-immigrant visa (if currently in the United States)
- fulfillment of any other requirements stated in the admission letter

Permission to Work Off-Campus

F-1 visa status. Off-campus work is prohibited by law, without exception, during the first 12 months of study in the United States. During the second year of study, students may apply to the Immigration and Naturalization Service (INS) for work permission only if they can document unforeseen changes in financial circumstances after arrival in the United States.

J-1 visa status. Approval for off-campus work must be obtained from the sponsoring institutional office for employment, and is normally granted only if the student has urgent financial needs. Written approval can be issued by the international office or sponsor. INS approval is not required.

Practical Training

F-1 visa status. Students may apply through the university for a period of practical training totaling 12 months after completion of a degree in the United States. Students may request up to 12 months of "pre-completion" practical training during the summer or after completion of all degree requirements except the thesis. Any summer or other "pre-completion" practical training will be subtracted from the 12-month maximum. Permission is granted only if the student's adviser supports the application and when such training is not available in the home country. (A student who completes more than six months of pre-completion practical training, will *not* be eligible for post-completion practical training.)

*See Appendix for sample I-20 and IAP-66.

J-1 visa status. The institution's international or other appropriate office or visa sponsor will authorize practical training for up to 18 months following completion of the degree. INS approval is not required.

Employment for Spouses

F-2 visa status. A spouse on an F-2 visa is prohibited from employment in the United States.

J-2 visa status. A spouse on a J-2 visa may request a work permit from the INS. This work permit will not be approved for employment to cover the tuition and other expenses of the J-1 student or living expenses for dependents. J-2 spouses should consult with the institution's visa adviser before applying to the INS for a work permit. It will be approved if requested to enhance, culturally and intellectually, the J-2's stay in the U.S.

Change in Immigration Status

J-1 students may *not* apply for a change of visa status until they have resided in their home country for a minimum of two years following completion of their academic program and practical training if they (1) have been financed fully or partially, directly or indirectly, by a U.S. government agency, their home government, or a sponsoring agency, (2) are recipients of Fulbright travel grants, or (3) have skills designated by the U.S. Information Agency as essential to their home countries. The two-year residency requirement will be noted on the pink copy of the student's IAP-66, and on the visa stamp inside the student's passport.

Employment

Employment of individuals who have completed their academic programs and who are not citizens or permanent residents of the United States is limited by regulations of the U.S. Immigration and Naturalization Service, by the current job market, and by some state and industry policies prohibiting the employment of foreign citizens. The limited time that international students have available for practical training (12 months for F-1 students and 18 months for J-1 students) makes their services unattractive to many employers. International students should therefore realize that they may have to return to their home countries immediately following completion of their academic program because employment is not available to them. Summer employment has become increasingly difficult to obtain. Under the off-campus work provision, summer work is restricted to students who develop an "unforeseen" economic necessity, a concept rigidly interpreted by the Immigration and Naturalization Service. Some students, however, may be able to use practical training benefits for summer employment.

Requirements for Canada

International students may acquire a visa by submitting a letter of admission from a Canadian university to their local Canadian Embassy, High Commissioner's Office (in the Commonwealth) or Consulate. As a general rule, they also have to provide information concerning the financing of their travel, tuition and subsistence while in Canada. They are not normally permitted to accept paid employment off-campus, unless the university certifies that it is a necessary part of their educational programs.

Academic Standards and Advising

International students apply to graduate schools in the United States and Canada for a variety of reasons: to further their basic knowledge in a discipline, to obtain training useful in the development of their country, to obtain a better position professionally, or to achieve the prestige of a U.S. or Canadian university degree. In admitting students, it is important to assure that the institution can provide the academic resources necessary for students to achieve their goals. This may require some special consideration and possible modification of the traditional graduate program.

Undergraduate education varies considerably among institutions in other countries, as well as in our own colleges and universities. For example, achievement may be measured by ability to memorize facts, to integrate material, or to develop independent thought. The background and training of each international student must be examined and academic programs formulated which will develop and expand the skills of the individual.

Educational systems in Canada or the United States may need explaining. Conventions in classroom interaction and initiative, testing and grading, and research methodology may be very different from that with which a student may be accustomed. Ethical standards may differ. It may be necessary, for example, to explain the difference between students working together on a take-home exam and a student copying answers from another student in a formal examination setting. Time limits for completion of degrees should be clearly stated. Transfer credit for courses taken at a home institution may be unrealistically anticipated. The policies of the host institution should be clearly conveyed prior to enrollment.

Advising international students should be arranged with particular care. In selecting advisers, it is sometimes necessary to account for cultural differences or prejudices to achieve a satisfactory arrangement. It is also desirable to have a flexible system, so that advisers can be changed in cases of incompatibility. It is especially important for students to have advisers who understand their particular backgrounds and interests and who are willing to work with them to achieve a satisfactory adjustment to graduate study. For example, an adviser may need more information about an advisee's academic and cultural background, language proficiency, family support, and job opportunities in the home country than would be needed when advising a domestic student. Additionally, academic advisers need to demonstrate patience and flexibility, well-developed communication skills, interest in an advisee's personal welfare, and an ability to relate current academic activities to future working conditions. All graduate students,

regardless of background, benefit from advisers with these attributes. For international students, whose cultural and linguistic backgrounds may differ considerably from those of the faculty, it is particularly important.

International Student Counseling Services

Institutions with substantial numbers of students from other countries usually operate offices of international student services. These offices deal with matters such as institutional compliance with immigration law, assisting students in obtaining and reviewing visas, presenting orientation programs, providing support services for student families, counseling students who have personal problems, advising students about tax-related and other financial problems, and generally assisting international students to deal with various problems they might encounter during their stay on campus. These services complement the academic advising and research supervision provided by the faculty. International offices often sponsor programming of special interest to international students or on international topics of interest to the entire academic community.

Because most international students are likely to be enrolled in the graduate school, graduate deans usually establish a close working relationship with the international student services office. In some institutions that office may report to the graduate dean. If there is close contact with the international student services office, students can be referred easily to individuals specializing in matters of concern to international students. The graduate dean is also in a position to suggest additional services needed by graduate students or to co-sponsor events with that office. It may also be possible for the graduate dean and director of the international student services office to cooperate in presenting budgetary requests to the university administration.

Postdoctoral Scholars

Many international visitors seek to attend universities in the United States and Canada as postdoctoral or visiting scholars. Such individuals can bring a new perspective to an institution's research and academic programs, while at the same time broadening their own training and furthering or updating their professional preparation and research skills. The invitation to postdoctoral scholars to come to a university carries with it several responsibilities for the scholar, the sponsoring faculty member, and the institution.

1. The institution must establish a clear definition of a postdoctoral scholar and/or visiting scholar. If the equivalent of a Ph.D. degree is required, specialists in international credential evaluation should review the individual's academic preparation. Some countries do not offer programs leading to a doctoral level degree. Others award credentials known as a "doctorate," which may fall short of the North American view of appropriate Ph.D. training.*
2. A determination must be made that the invitee will benefit from participation in the institution's programs and that there is adequate provision of space, laboratory needs, computer time, library access, and whatever else is necessary.
3. The sponsoring faculty member and/or department must welcome participation by the invitee, who should be seen as a resource for interaction and an addition to the research program.
4. The terms of the invitation must be clearly stated and must include the time of arrival, the intended length of stay, the faculty or departmental sponsor, and the responsibilities the postdoctoral scholar is obliged to carry out.
5. Funding must be clearly stated so that there is no misunderstanding between the institution and the postdoctoral scholar, and the scholar should be made aware of tax withholding requirements. The combined sources of support (external, institutional, and personal funds) must equal an appropriate minimum budget for the

*One country which routinely presents a dilemma is Italy. The holder of the first degree, the *Laurea*, is referred to as *Dottore*. Until the mid-1980s, there were no formal graduate programs leading to a doctor of philosophy degree. There have existed research programs for post-*Laurea* students. An institution must decide at what point the advanced research experience can be considered equivalent to the Ph.D. degree as defined in the United States or Canada and must exercise caution not to accept a "Dottore" with no further training as a Ph.D. equivalent.

scholar and any accompanying dependents. This minimum budget should be established by the institution and verification of the amount should be required before a certificate of eligibility for a visa is issued. Visa authorization for the postdoctoral scholar should be handled administratively in the same way as for international graduate or undergraduate students, although the budget will normally be higher and reflect the non-student living expenses of a professional.

6. Postdoctoral scholars have traditionally not been tested for English language proficiency. Before an invitation is extended, faculty sponsors should establish their own criteria and determine through correspondence, personal knowledge, or publications whether English language communication could be a problem. An English competence requirement would be reasonable if the scholar expects to audit classes.

7. It is essential that all postdoctoral scholars and their dependents be covered by health insurance. Ideally, an institution will require either student or staff health insurance unless the scholar holds alternate insurance.

8. Stipends of any type (fellowships, salary, or research payments) paid through an American institution are subject to U.S. income tax, although U.S. treaty arrangements with certain countries may modify the amount of required payment. In 1988, taxation was at the rate of 30 percent. Institutions in the United States are obliged to withhold tax on any payments, and their accounting offices are responsible for these deductions. It is important that the visiting scholar, the faculty sponsor, and the appropriate administrative offices understand the amount of deduction and related requirements.

9. In the United States a Certificate of Eligibility for a visa must be issued by the institution. This is usually done by the international office or center. It is recommended that postdoctoral scholars be issued an IAP-66 (for a J-1 visa). Federal regulations restrict the use of the I-20 (for F-1 visa) for postdoctoral scholars, since it limits employment to 20 hours of work per week. Some institutions may choose to issue papers for (H-1) visa intended for "Temporary Workers of Distinguished Merit and Ability" when there is an institutional reason to keep the scholar for a longer period of time.

10. Information should be provided on availability of housing and costs, schools and child care, spouse programs, and arrival information. An institutional information leaflet should be included with all invitations.

Conclusion

This volume was written with the purpose of presenting information most useful to graduate deans and others who work with international graduate students. Depending on the level of involvement of a particular institution, there may be extensive or relatively little experience with issues unique to the international student population. Graduate deans, faculty, college deans, department chairs and other administrators need to be conversant enough with those issues (most of which are discussed in this volume) to be able to work effectively with professionals within their institutions and with national and international agencies that provide services designed to facilitate the education of international graduate students.

Appendix A: Sample Documents

STANFORD UNIVERSITY OFFICE OF GRADUATE ADMISSIONS

EVALUATION OF FOREIGN EDUCATION CREDENTIALS

Applicant: Country:

Department/Degree:

EDUCATIONAL BACKGROUND Degree/Date Quality Comments

Undergraduate Schools

Graduate Schools

Overall rating of applicant based on academic records and quality of schools:

Outstanding Excellent Very good Good Fair Poor

Possible eligibility for transfer credit: ____ none ____ limited ____ 3 quarters (max.)

TOEFL score _____

TOEFL SCORES

575 and above: Applicant should have little language difficulty, but may require additional English based on placement examination results.

525–575: Applicant would be required to improve English proficiency before enrollment, and may require additional English during first quarter based on placement examination results.

below 525: Applicant is not admissible until Graduate Division receives verification of improvement of English.

NOTE: Higher scores are recommended for applicants admitted to doctoral programs in all fields, and to master's programs in the Humanities, Social Sciences and Education.

COMMENTS

Name:

Graduate School
Cornell University

Declaration and Certification of Finances

You must be prepared to provide *full* funding for the entire period of your graduate study at Cornell University. The estimated expenses are listed on reverse side. Please understand that costs will rise in succeeding years.

Before the Certificate of Eligibility (Form I-20 or IAP-66) can be issued, Cornell requires you to certify funds for the minimum required time of _____ for your graduate program.

This form must be completed, signed, certified by you, your family, or private guarantor, *and* by a bank or other financial officer. Do not assume any Cornell support unless you have been officially notified of a fellowship or assistantship.

Total funds to be guaranteed for graduate study: $_____

Source(s) of guaranteed funds (in U.S. dollars):

Total personal savings for education support $_____
In _____
bank/country

Support from Parents or Guarantor $ _____
Name _____
Yearly amount $ _____

Funds from other sources $ _____
Attach documentation

Total funds available from all sources: $_____
This total must be at least as much as the total funds to be guaranteed above.

To be certified by a bank or other financial officer:
To the best of my knowledge, the above information is accurate and funds are available.

_____ _____
Signature of Official Please print name and title

_____ _____
Affiliation Address

Certfied bank statements may also be submitted.

I (guarantor/applicant) certify that the information on this form is complete and accurate, that the indicated funds are available, will continue to be available, and will be provided. I am aware of the yearly and total cost of graduate education at Cornell as indicated on this form and realize that costs will increase yearly.

Important: Cornell University will not assume responsibility for supplemental support should the information provided on this form be incorrect or if funding proves to be inadequate.

Guarantor: _____
Name (please print) Signature Date

Address: _____

Relationship to Applicant: _____

My signature certifies that the information on this form is true and complete. I agree to enroll in an approved health and accident insurance plan for the duration of my study at Cornell.

Signature of applicant: _____ Date: _____

Please return to Graduate School, Cornell University, Sage Graduate Center, Ithaca, New York 14853-6201, U.S.A.

STANFORD UNIVERSITY
FINANCIAL RESOURCES CERTIFICATION

Name _____ DEPARTMENT _____
(Please print)

Address where you can *now* be reached _____

Visa requested: F-Visa (I-20) _____ J Visa (IAP-66) _____

Number of dependents who will accompany you to Stanford _____ . The amount of money you need for each year of study based on number of accompanying dependents (copy appropriate figures from attached information sheet) $ _____

SOURCES OF FUNDS	AMOUNTS IN U.S. $			
	First Year	Second Year	Third Year	Fourth Year
	ASSURED		PROJECTED	
PERSONAL SAVINGS-Print name of Bank: Submit bank statement verifying availability of funds	$	$	$	$
PARENTS and/or SPONSOR-Please print names and addresses Submit affidavit of support and bank statement verifying availability of funds	$	$	$	$
SPONSORING ORGANIZATION, FIRM, OR GOVERNMENT Enclose a signed copy of terms of support which specifies amount for tuition and living expenses and period of time covered by grant. Tuition will be paid: directly to student _____; in advance to Stanford _____; only upon receipt of bill from Stanford _____ .	$	$	$	$
STANFORD UNIVERSITY— Tuition Living Stipend	$ $			
TOTAL	$			

How much money do you expect to have when you arrive at Stanford? $ _____

HEALTH INSURANCE:

No insurance coverage held personally: _____ ; No insurance coverage by supporting agency: _____

Insurance provided by:

Personal Policy _____ _____ _____
Name of carrier — expiration date — Dependents included?

Agency Policy _____ _____ _____
Name of carrier — expiration date — Dependents included?

Agency will pay for Stanford policy:

A. On receipt of bill _____ _____
Dependents included?

B. Provide student funds to pay personally _____ _____
Dependents included?

STUDENT'S CERTIFICATION (must be completed): I certify that the total amount (excluding travel funds) available to me for the first academic year in the United States is $ _____ . Further, I certify that the information provided above is correct and complete.

STUDENT'S SIGNATURE _____

DATE _____

Return this statement and supporting papers directly to:
OFFICE OF FOREIGN GRADUATE ADMISSIONS
Stanford University
Stanford, California 94305

STANFORD UNIVERSITY
STANFORD, CALIFORNIA 94305-3052

OFFICE OF GRADUATE ADMISSIONS
Old Union, Building 590
Telephone (415) 723-4291

VERIFICATION OF FELLOWSHIP
(To be completed by sponsoring agency)

NAME OF STUDENT _____

ADMITTED TO DEPARTMENT/DEGREE _____

NAME OF FELLOWSHIP _____

ADDRESS _____

_____

_____

(Please provide complete address, including Postal Code)

Period covered: Start date _____ End date _____

Valid until receipt of _____ Degree (Master's, PhD)

Award may be used for study toward a higher degree or in a different field if the student wishes to change program _____ Yes _____ No

Agency wishes to be billed for the following: (Please check)

Tuition _____ Health Insurance _____ Student Activity fees _____

*Please send checks to: Agency Receivables
Encina Hall, Room 3
P.O. Box 6509
Stanford, California 94309-6509

Amount of living allowance to be paid to student: Per month $ _____ (U.S.)

Other expenses covered by the fellowship: _____

Checks for other than payment of bill should be sent either directly to the student or to the Graduate Awards Office, Stanford University, Old Union, Bldg. 590, Room 209, Stanford, CA 94305.

Signature: _____
(Agency Official)

Title: _____

Date: _____

STANFORD UNIVERSITY OFFICE OF GRADUATE ADMISSIONS

GUIDE TO EVALUATING APPLICANTS FROM INDIA

Applicant _____ Dept/Degree _____

Strength of schools attended by applicant: Undergraduate _____ Graduate _____

Strength of academic record of applicant: Undergraduate _____ Graduate _____

Overall rating of applicant: _____ TOEFL score _____

[Ratings are on the following scale: 5—outstanding, 4—excellent, 3—very good, 2—fair, 1—poor.]

Possible eligibility for transfer credit: _____ none _____ limited _____ 3 quarters (max.)

System of Education: 1) In engineering: B.E., B.Tech., B.Sc.Eng.—5 years; M.E., M.Tech., M.Sc.Eng.,—2 years. Degrees are comparable to American counterparts.

2) In non-engineering fields: B.A., B.Sc.—3 years; M.A., M.Sc.—2 years. The M.A. and the M.Sc. degrees are comparable to an American bachelor's degree, and are required for admission to the Graduate Division at Stanford.

Higher education in India encompasses several types of universities. The majority are the affiliating type with undergraduate studies at affiliated colleges and postgraduate research at the university. Since some universities have over 100 affiliated colleges, the quality control is often very limited. The unitary type of university combines undergraduate and postgraduate studies and research on one campus. The 5 Indian Institutes of Technology are of extremely high quality and have established rigorous admission standards for the 2000 places available each year.

Grading Practices: Indian degrees are classified First Division with Distinction, First Division, Second Division, Third Division, and Pass. Mark sheets for non-engineering programs use a division or class notation for yearly examinations. Engineering programs have detailed grade reports with an explanation of the grading scale, which varies among institutions.

TOEFL SCORES

575 and above: Applicant should have little language difficulty, but may require additional English based on placement examination results.

525–575: Applicant would be required to improve English proficiency before enrollment, and may require additional English during first quarter based on placement examination results.

below 525: Applicant is not admissible until Graduate Division receives verification of improvement of English.

NOTE: Higher scores are recommended for applicants admitted to doctoral programs in all fields, and to master's programs in the Humanities, Social Sciences and Education.

COMMENTS

Appendix B: Addresses of Organizations Referenced

African American Institute
833 United Nations Plaza
New York, New York 10017

American Association of Collegiate Registrars and Admissions Officers (AACRAO)
One Dupont Circle, N.W., Suite 330
Washington, D.C. 20036

American Association of Collegiate Registrars and Admissions Officers/Agency for International Development Project (AACRAO/AID)
Academic Advisory Service
Office of International Training/AID
Washington, D.C. 20523

AMIDEAST
1100 17th St., N.W., Suite 300
Washington, D.C. 20036

Institute of International Education (IIE)
809 United Nations Plaza
New York, New York 10017

International Education Research Foundation, Inc. (IERF)
P.O. Box 66940
Los Angeles, CA 90066

National Association of Credential Evaluation Services (NACES)
% World Education Services, Inc.
P.O. Box 745
Old Chelsea Station
New York, New York 10011

NAFSA: The Association of International Educators (NAFSA)
1860 19th St., N.W.
Washington, D.C. 20009

National Council on the Evaluation of Foreign Educational Credentials (The Council)
℅ AACRAO
One Dupont Circle, N.W., Suite 330
Washington, D.C. 20036

National Liaison Committee on Foreign Student Admissions (NLC)
Foreign Student Recruitment Information Clearinghouse
℅ NAFSA
1860 19th St., N.W.
Washington, D.C. 20009

Projects in International Education Research (PIER)
℅ NAFSA
1860 19th St., N.W.
Washington, D.C. 20009

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American Association of Collegiate Registrars and Admissions Officers. *Guide for International Admissions and Evaluation Officers*, rev. ed. Washington, D.C.: American Association of Collegiate Registrars and Admissions Officers, 1985.

_____. **World Education Series (WES)** volumes are comprehensive, refereed studies of the educational systems of foreign countries. Each volume examines all sectors (e.g., technical/vocational, teacher training, allied health) at each level of education and describes institutions, admission and program requirements, grading systems, credentials awarded, continuing education, study abroad, and linkages with U.S. institutions. Sample documents are included with recommendations approved by the National Council on the Evaluation of Foreign Educational Credentials for placement of incoming foreign students in U.S. programs. Indices. Washington, D.C.: American Association of Collegiate Registrars and Admissions Officers.

Arab Republic of Egypt (1988) by Lee Wilcox
Australia (1983) by Caroline Aldrich-Langen
Belgium (1985) by Ann S. Fletcher
Colombia (1984) by Stanley Wellington
Dominican Republic (1987) by Kathleen T. Sellew
Federal Republic of Germany (1986) by Georgeanne B. Porter
France (1988) by A. Mariam Assefa
Haiti (1985) by Ruth J. Simmons
Indonesia (1979) by Charles R. Aanenson
Iraq (1988) by James S. Frey
Japan (1989) by Ellen E. Mashiko
Malaysia (1986) by Joann B. Stedman
Mexico (1982) by Kitty M. Villa
The Netherlands (1984) by Peter Schuler
New Zealand (1981) by Patrick J. Kennedy
Peru (1983) by Collen Gray

American Association of Collegiate Registrars and Admissions Officers and National Association for Foreign Student Affairs (NAFSA): Association of International Educators. **Projects in International Education Research (PIER)** workshop reports summarize the educational systems of other countries, with specific emphasis on foreign credential evaluation and

placement of foreign students in U.S. institutions. PIER reports are available from NAFSA: Association of International Educators, 1986 19th Street, N.W., Washington, D.C. 20009.

The Admission and Placement of Students from Central America (1988)
The Admission and Academic Placement of Students from Bahrain, Oman, Qatar, United Arab Emirates, and Yemen Arab Republic (1984)
The Admission and Placement of Students from Bangladesh, India, Pakistan, and Sri Lanka (1986)
The Admission and Placement of Students from Canada (1989)
The Admission and Placement of Students from the Republic of Hungary (1990)
The Admission and Placement of Students from Yugoslavia (1990)

Directories, Manuals, Handbooks

Association of Universities and Colleges of Canada. *Directory of Canadian Universities, 1986–87.* Ottawa, Canada: Association of Universities and Colleges of Canada.

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Financial Aid

Council of Graduate Schools. *Graduate Student Financial Support.* Washington, D.C.: Council of Graduate Schools, 1990.

Rose, Julie Kyllonen. *Policy and Practice in the Administration of Foreign Student Finances.* Guidelines Series 7. Washington, D.C.: Field Service Program of the National Association for Foreign Student Affairs, Fall 1983.

General

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Barber, Elinor G. and Robert P. Morgan. *Boon or Bane: Foreign Graduate Students in U.S. Engineering Programs.* New York: Institute of International Education, 1988.

Barber, Elinor G., Robert P. Morgan and William P. Darby. *Choosing Futures: U.S. and Foreign Student Views of Graduate Engineering Education.* New York: Institute of International Education, 1990.

Chambers, Gail S. and William K. Cummings. *Profiting from Education: Japan-United States International Educational Ventures in the 1980s.* New York: Institute of International Education, 1990.

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